

**UNIVERSITY OF NORTH CAROLINA AT WILMINGTON
SOCIAL WORK PROGRAM**

SWK 311: CHILD ABUSE & NEGLECT

Fall 2009

INSTRUCTOR: Michelle H Guarino, MSW, LCSW
OFFICE: Room 218 – Leutze Hall
CLASS: Room 108- Leutze Hall
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OFFICE HOURS: Monday 1:30 or by appointment

COURSE DESCRIPTION

This course will cover knowledge, concepts and tools associated with contemporary child welfare practice. The course reflects a strengths-based family-centered or family-based approach to child welfare practice. This means that we cannot consider the welfare of children separately from the families of which they are a part. For each topic area, major social work roles, activities, tasks and skills will be explored, along with concerns and issues in implementation. Program examples and case studies will be used for illustration purposes and application of the skills and techniques presented. The different developmental stages of families and children and related needs will be explored. Culturally competent social work practice is stressed throughout the course for each content area. The course will focus on micro, mezzo, and macro considerations in providing child welfare services. Particular emphasis will be paid to the identification of child maltreatment, reporting procedures, and continuing professional interaction with children and families from a community-based and multidisciplinary perspective.

COURSE OBJECTIVES

1. To be able to critically analyze some of the current issues and dilemmas that exists in the delivery of child welfare services.
2. To understand the various roles that social work practitioners play in the delivery of child welfare services in a variety of practice settings.
3. To describe the major components that make up the continuum of child welfare services, the major task of each component, the most relevant intervention strategies, and the evaluation of practice,
4. To introduce the concept of risk assessment and intervention with families, integrating various theoretical perspectives and models of assessment and intervention.
5. To become sensitive to cultural differences in family functioning and how these differences impact assessment, planning, and intervention strategies.
6. To understand the issues and feelings experienced by children and families who receive child welfare services.
7. To develop an understanding of sociopolitical and organizational contexts of child welfare

8. To understand approaches to evaluation of child welfare practice.
9. To gain understanding of the special needs of at-risk and vulnerable populations, including children with disabilities and families of color, served by the child welfare system.
10. To know how to identify child maltreatment in professional practice and the steps to be taken to report such concerns to the appropriate authorities.

REQUIRED TEXTBOOKS

Crosson-Tower, C. (2002). **Understanding child abuse and neglect** (5th Ed.). Boston: Allyn & Bacon.

Book of choice

Parent, M. (1996). **Turning Stones**. Ballantine Publishing

Pelzer, D. (1995). **A child called "It"**. Deerfield Beach, FL: Health Communications Inc.

Chase, Truddi. (1987). **When Rabbit Howls**. Dutton.

Roberts, Celine. (2008). **No One Wants You: A Memoir of a Child Forced into Prostitution**. Merlin Publishing.

Elliott, Jane. (2008). **The Little Prisoner: A Memoir**. Harper Paperbacks.

Seed, Michael. (2008). **Nobody's Child**. John Blake.

(Other related books will be considered with prior instructor approval)

ACADEMIC HONOR CODE

Conformity to the University Academic Honor Code is basic to academic integrity. All tests and assignments turned in must acknowledge your familiarity to the AHC by handwriting the letters "AHC" followed by your initials.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

I am more than happy to make appropriate accommodations for students with disabilities. Students who have a disability and need accommodation should follow this procedure. First, contact and register with the **Office of Disabilities Services** in Westside Hall (ext. 3746). Second, bring a copy of your **Accommodations Letter** to me so that we may discuss the accommodation(s) suggested in the letter. Assistance will be gladly provided based on the recommendations of Disabilities Services and our mutual agreement.

ATTENDENCE

Regular class attendance is required, and full participation is expected.

GRADING

Book Critique:	25% of final grade
Professional Interview / Reflection:	25% of final grade
Exam 1 Mid Term :	25% of final grade
Exam 2 Final:	<u>25%</u> of final grade
	100%

A final letter grade based on 100% of completed course assignments and exams will be given at the completion of the course. No +/- grades are given in the course. Grades are based on a 10-point scale, **with no exceptions**:

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
59 and below	F

BOOK OF CHOICE CRITIQUE
DUE BEGINNING OF CLASS OCTOBER 7, 2009

Write a paper (No less than 4 pages) on your thoughts / reactions to this book. Be Sure to Include:

- A discussion of how this book impacted you emotionally and cognitively. (Be specific about the particular points that caught your attention and your reactions to them)
- A discussion of the books main points as relates to class lecture, readings and in class discussions. Please use SWK 311 terminology, perspectives, policies, etc.
- A discussion of the instances in this story where people could have stopped the maltreatment but did not. Why do you think these individuals did not report? What are your reactions to the individuals / organizations who failed to offer assistance? Could you envision yourself in a similar circumstance?
- A discussion of your thoughts on what prevented help from being given to this child at different points in time; and, your ideas on whether and under what circumstances any of these reasons is sufficient for failure to protect the child;
- Has this book changed your thinking about child abuse/neglect?
- Discuss how this book will impact your professional responses to children and families with similar issues.
- Find one scholarly article that relates to issues presented in this book. Present a short overview of the main points from the resource and how it relates to this story. Use resources from the bibliography at the end of this syllabus.
- Be sure to properly site resources APA style

Professional Interview and Reflection Paper

Exercise Objectives:

The primary purpose of this exercise is to familiarize students with social service organizations that focus on child abuse / neglect, their purpose(s), structure and methods of operation. The secondary purpose of the exercise is to provide students the opportunity to learn about local social services agencies and encourage social work networking.

Methods:

You may choose from any social service agency in the area that provides a child abuse / neglect focused service. It is the student's responsibility to research local agencies, contact desired agency and schedule interview with a social work professional.

Procedures/Requirements

- Research local social services agencies that provide a service relating to child abuse / neglect. Contact desired agency / agency representative and schedule a face to face interview.
- Prepare a minimum of 50 interview questions based on information provided in class lecture, readings and discussion. Questions and answers need to be typed along with agency information, interviewee information and date/time of interview.

(Sample questions; Information concerning agency structure: is it a profit or non-profit organization? Does the social worker agency utilize strengths perspective? What is the education level of the social worker(s), what does s/he do? What kinds of clients are served by the agency: age range, gender, ethnic background, needs of the clients? What additional services might the agency provide? What are the governmental policies that influence the agency operation?)

- A reflection paper will be completed and attached to the typed interview. The reflection paper will address your feelings concerning the interview, the agency, the social work role within the agency, the clients served, how interview information relates to course work, feelings toward a social work career and if the interview positively or negatively changed your perception of social work. The reflection paper will be no less than 4 typed double spaced pages.

GRADING: This assignment constitutes twenty-five percent (25%) of your final grade in this class.

PROFESSIONAL INTERVIEW AND REFLECTION PAPER DUE AT THE BEGINNING OF CLASS

ON NOVEMBER 16. NO LATE PAPERS WILL BE ACCEPTED FOR ANY REASON.

WEBSITES OF INTEREST:

NC Department of Social Services:

<http://childrensservices.dhhs.state.nc.us/index.html>

National Clearinghouse for Child Abuse Neglect: <http://NCCANCH.afc.hhs.gov>

Social Work Access Network: <http://www.sc.edu/swan>

Social Work and Social Services Web Sites: <http://gwbweb.wustl.edu/websites/html>

Social Work On-Line: <http://www.socialworkonline.com/>

World Wide Web Resources for Social Workers:

<http://pages.nyu.edu/~gh5/gh-w3-f.htm>

Social Work Café: <http://www.geocities.com/Heartland/4862/swcafe.html>

Social Work Resources on the Net: <http://www.chas.uchicago.edu/ssa/links.html>

Child Welfare Review: <http://www.childwelfare.com>

Children's' Defense Fund: <http://www.childrensdefensefund.org>

Child Welfare League: <http://www.cwla.org>

Children Now: <http://www.childrennow.org>

American Humane Association: <http://www.americanhumane.org>

Child Abuse Prevention: <http://www.stopitnow.com>

National Resources: <http://www.calib.com>

Munchausen's By Proxy: <http://www.mindspring.com>

Course Schedule

August 19- August 26

Introductions, Review of Syllabus
Defining Child Abuse and Neglect
North Carolina specific definitions
Types of abuse / neglect

READINGS: READ: Read: Crosson-Towers Chs. 1- 3, 6-8 and 9

August 31 - September 9

****No Class September 7****

History of Child Welfare; Public Policies
Important dates
Levels of Child Welfare – Micro, Mezzo, Macro
Organization of Services; Trends & Issues

September 14 – September 21

Developmental stage of families
Family systems / problems
Changing American Family

September 23 - September 30

Poverty and Child Welfare
Poverty and Family stressors
At risk / vulnerable populations
Cultural sensitivity

****No class on October 5th****

October 7 – October 14

Book Critique I due October 7
Maltreatment and the developing child
Abuse / Neglect (cause, effects, trauma)
Theories / Theoretical perspectives

READINGS: READ: Read: Crosson-Towers Chs. 3 – 5

October 19

Mid Term Exam

October 21 – October 28

Risk assessment
Recognizing abuse / neglect

November 2 – November 4

Reporting / Investigation

Reporting duties

Legal response

READINGS: Crosson-Tower, Ch. 10 - 15

November 9 – November 11

Intervention

Strengths Based Practice

SW Roles

Family Preservation / Out of home placement

November 16 – November 23

Professional Interview / Reflection Paper due November 16

Family-Based / Family Centered Services

Case management and roles of other professionals

****November 25 – No Class****

November 30 – December 2

Adults abused as Children

Prevention

Wrap up

Review

Evaluation

READINGS: Crosson – Towers Chs: 17 and 18

December 4

Final Exam